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AUTHOR	Martin-Kniep, Giselle O.
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ABSTRACT

The essays in this collection are the products of work by more than 100 teachers in the Hudson Valley Portfolio Assessment Project. Teachers spent 3 years learning about, experimenting with, and reflecting on their uses of assessment and its relations to student achievement. In the opening three essays, Giselle Martin-Kniep discusses what she learned from the program and the key assumptions and design components that drive assessment practices and changes in teacher practice. Then eight program participants discuss their own experiences, focusing on their own professional development. The following chapters are included: (1) "The Unfolding of the Hudson Valley Portfolio Assessment Project" (Giselle O. Martin-Kniep); (2) "Program Components of the Hudson Valley Portfolio Assessment Project" (Giselle O. Martin-Kniep); (3) "The Design Process" (Giselle O. Martin-Kniep); (4) "Seeing Our Growth as Learners: The Story of a First-Grade Teacher and Her Students" (Rebecca Collins); (5) "Helping Children Monitor Their Own Learning" (Robin Sotak); (6) "The Crazy Project Lady Comes Home" (Marcia Lubell); (7) "Ongoing Assessment Strategies Allow Me To Meet the Needs of My Students" (Liz Locatelli); (8) "Realizing the Power of Reflection" (Robin Grusko); (9) "Authentic Assessment at Work in a Self-Contained Classroom of Learning-Disabled Students" (Jill Berkowicz and Diane Cunningham); (10) "Rising to the Challenge of High-Stakes Assessment" (Julio Amodeo); (11) "The Evolution of a Man with Dual Roles: Portrait of a Teacher and Administrator" (Bill Peppiatt); and (12) "Understanding Teacher Change and Its Meaning" (Giselle O. Martin-Kniep). Four appendixes contain the protocols for review of teacher and student portfolios, the rubric for teacher portfolios, and the teacher research simulation. (Contains 16 figures.) (SLD)